

English language learners, and identify the need for testing such students in their native language. This is of the utmost importance, because we have seen in States such as Colorado that, at an early point in their academic career, some English language learners perform better on assessments in their native language than they do in English. Ultimately, and at the appropriate time, all students should be assessed on their reading skills in English. But in the meantime, States must make every effort to develop native language assessments. These are the kinds of details we have gone into in this area and why we think it will make an important difference in educational enhancement.

I will quickly summarize in these final moments before the Senate goes in recess for the evening. We have basically set goals to achieve academic proficiency for all children in this country within 12 years. I said on a number of occasions those great words of H. L. Mencken: For every complex problem, there is a simple, easy answer, and it is wrong. We understand it is complex, and it is going to take us some time. We set the goal for 12 years for proficiency for all children, and we are going to need the resources to do it. We are setting the mark down now that we are starting down that road.

We have increased targeting of the resources, as we explained earlier, both in rural areas and in urban areas; a qualified teacher in every classroom, and professional development to continue to support their professional growth. These are key aspects of ensuring opportunity for our children. I talked about these reforms earlier today.

We are allowing States to continue to reduce class sizes. There will be the resources to do that, not as broad as I would like, but there will be resources.

We expand afterschool opportunities. There will still be a lot of children who will not be able to participate because we are not giving that enough support, but it is in the bill.

We promote safe and drug-free schools.

We expand the support for limited English proficient students. I was reminded of the success of bilingual education, listening to my colleague from New Hampshire earlier, who is not here now, as he spoke about the failure of bilingual education programs. Not all bilingual education programs are successful. However, many are. I know of some school districts where they are teaching children several days a week in English, and other days in Spanish. The students receive dual immersion in those two languages. The limited English proficient students learn in their native language and in English. And at the end of the fifth, sixth, and seventh grades, these children have higher levels of literacy than that have only learned in one language. There are successes. Not all of them are successful, but there are successes, and this

legislation builds on those programs that have been successful.

Since 1995, the two-way bilingual education programs introduced in a number of the elementary schools in the St. John's Valley in the State of Maine have taken substantial steps to improve student achievement. The French-English program is an additive bilingual program, meaning that all students learn a second language without compromising their first language. This is the only program of its kind in Maine.

The St. John's Valley district, through support from a federal bilingual education grant, supported costs for teaching training, materials, and administrative costs between 1995 and 2000. In 1997, students from the immersion program at the second grade outperformed non-immersion students on the California Test of Basic Skills in reading, vocabulary, and language mechanics. The trend continued in 1998 with students in the bilingual education program placing 93rd in the national percentile in reading and math on that test. Clearly, there are programs that work, and they work well.

The additional commitment to reading and early reading in this bill is enormously important. Parental involvement, resources for the construction of charter schools, expansion of school libraries, assistance for children's mental health and emotional needs—this is something which is of enormous importance. Supportive resources for struggling schools, accountability for results, protecting civil rights of all children—each reform is eminently worthwhile.

Taken together, the whole is greater than the sum of its parts. This conference report deserves to receive an overwhelming vote in the Senate. I look forward to that tomorrow.

If there is no one further who desires to speak, I suggest the absence of a quorum.

The legislative clerk proceeded to call the roll.

Mr. KENNEDY. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### AGRICULTURE, CONSERVATION, AND RURAL ENHANCEMENT ACT OF 2001—Resumed

Mr. KENNEDY. Mr. President, I call for the regular order with respect to S. 1731.

The PRESIDING OFFICER. The clerk will report the title of the bill.

The assistant legislative clerk read as follows:

A bill (S. 1731) to strengthen the safety net for agriculture producers, to enhance resource conservation and rural development, to provide for farm credit, agriculture research, nutrition, and related programs, to ensure consumers abundant food and fiber, and for other purposes.

#### CLOTURE MOTION

Mr. KENNEDY. I send a cloture motion to the desk.

The PRESIDING OFFICER. The cloture motion having been presented under rule XXII, the Chair directs the clerk to read the motion.

The legislative clerk read as follows:

#### CLOTURE MOTION

We, the undersigned Senators, in accordance with the provisions of rule XXII of the Standing Rules of the Senate, hereby move to bring to a close the debate on the Daschle for Harkin substitute amendment No. 2471 to Calendar No. 237, S. 1731, the farm bill:

Paul Wellstone, Tim Johnson, Bill Nelson, Harry Reid, Blanche L. Lincoln, Zell Miller, Barbara Boxer, Byron L. Dorgan, Max Baucus, Tom Carper, Ben Nelson, Kent Conrad, Tom Harkin, Patrick J. Leahy, Fritz Hollings, Jean Carnahan.

Mr. KENNEDY. I ask consent the mandatory quorum be waived with respect to the cloture motion.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### MORNING BUSINESS

Mr. KENNEDY. I ask unanimous consent there now be a period of morning business, with Senators permitted to speak for up to 5 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### ANTHRAX

Mr. BYRD. Mr. President, during the past few weeks, the American people have learned more than they thought they would ever want to know about the ancient scourge of anthrax. From reading the morning newspaper, and watching the nightly news, we have learned much about what anthrax is, how it infects, the dangers it poses, and ways to treat it.

But there was been very little attention given to the history of this dreaded and deadly disease that is on everyone's mind. From where did it come? What has been its impact on the world?

Let me begin by pointing out that the disease derives its name from anthracis, the Latin transliteration of the Greek word for coal, and the name probably stems from the black scab-like crust that the anthrax lesion develops. But through the ages, anthrax has been called by a variety of names. In Russia, cutaneous anthrax—infection through the skin—has also been called "Siberian ulcers" because of the prevalence of the disease in that region. Inhalation anthrax has been called "wool sorters" disease because it comes most commonly from inhalation of spore-containing dust produced when animal hair or hides are handled. A colloquial German term for anthrax is "ragpicker's disease."

The exact origins of anthrax and the time of its arrival upon Earth are unknown. But, it is commonly accepted that anthrax has been killing animals, and humans too, for thousands of years, perhaps as much as 10,000 years, dating back to the beginnings of animal domestication. It is certainly a